



**BICOL UNIVERSITY**  
**Legazpi City**

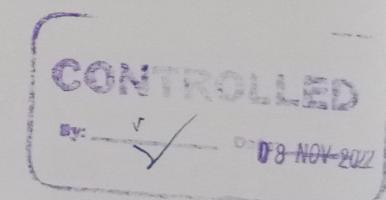
		Course Code and Title:	GEC 13 The Contemporary World		
		Term	First Semester A.Y. 2022-2023	Class Schedule	BTLED1 Th-2:30-5:30 p.m.
		Revision Date	August 8, 2020	Co-Requisite/s	None
		Credit	3 Units	Pre-Requisite/s	None
		Course Placement	First Semester of First Year	Type of course	Lecture
College:	Polangui Campus	Faculty	FRANCISCO D. REGISTRADO	Consultation Hours	Monday- 8:00-12:00
Department:	Teacher Education	Contact Details	franciscoregistrado767@gmail.com	Dean/Director	DR. MARY JOY B. CATANGUI
Program:	Bachelor in Technology and Livelihood Education	Department Chair	MA. SALESTE D. SAN PABLO		ISSUED
Vision	A world-class university producing leaders and change agents for social transformation and development	Core Values	Scholarship, Leadership, Character, Service	By: _____ Date: 08 NOV 2022	
Mission	Give professional and technical training, and provide advanced and specialized instruction in literature, philosophy, the sciences, and arts besides providing for the promotion of scientific and technological researches (RA5521, Section 3.0)	Quality Policy	Bicol University commits to continually strive for excellence in instruction, research and extension by meeting the highest level of clientele satisfaction and adhering to quality standards and applicable statutory and regulatory requirements		

**Institutional Learning Outcomes:**

Every BU graduate should:

1. Demonstrate critical thinking and integrative skills to solve problems and to support lifelong learning;
2. Communicate effectively and appropriately orally and in writing for various purposes with the responsible use of ICT tools;
3. Collaborate with diverse people ethically and with mastery of knowledge and skills in given disciplines; and
4. Create knowledge and innovation to promote inclusive development as well as globalization.

**Program Learning Outcomes:**



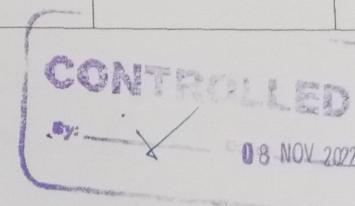
1. Demonstrate the competencies required of the Philippine TVET Trainers-Assessors Qualification Framework (PPTQF)
2. Demonstrate broad and coherent, meaningful knowledge and skills and livelihood education.
3. Apply with minimal supervision specialized knowledge and skills in technology and livelihood education;
4. Demonstrate higher literacy, communication, numeracy, critical thinking, learning skills needed for higher learning
5. Manifest a deep and principled understanding of the learning processes and role of the teacher in facilitating these processes in their students;
6. Show a deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes;
7. Apply a wide range of teaching processes skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches) and
8. Reflect on the relationships among the teaching process skills the learning processing in the students, the nature of the content/subject matter, and other factors affecting educational processes in order to constantly improve their teaching knowledge, skills and practices

**Course Description:**

The course aims to enhance the students' competencies as para-extension workers and enable them to develop civic programs and projects anchored on the different dimensions of development. These include: safety and security, education, recreation, values on good citizenship, industry/entrepreneurship, care for health and nutrition and environment. This course also aims to empower them to become potent catalysts for community development.

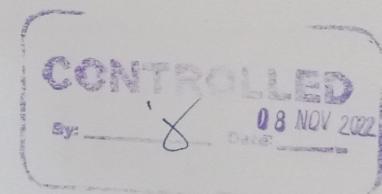
**Course Learning Outcomes:**

Course Learning Outcomes	P1	P2	P3	P4
Distinguish different interpretations and approaches to globalization	I, D			
Analyze the various contemporary drivers of globalization	I, D			
Understand the issues confronting the nation-state	I,D			
Describe the emergence of global economic, political, social and cultural systems		D		
Demonstrate in-depth understanding of the Diversity of learners in various learning areas		D		
Demonstrate in-depth understanding of the Diversity of learners in various learning areas		D		
Analyze contemporary news events in the context of globalization		D		



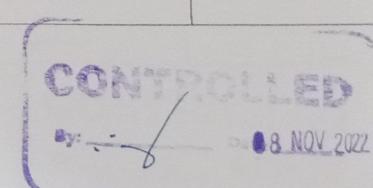
Show competence in employing innovative language and literature teaching approaches, methodologies and strategies			P,D	
Analyze global issues in relation to Filipinos and the Philippines			D	
Utilize appropriate assessment and evaluation tools to measure the learning outcomes			P, D	
Articulate personal positions on various global issues			D	
Analyze the various contemporary drivers of globalization			D	
Show a deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political				P, D
Demonstrate in-depth understanding of the Diversity of learners in various learning areas.				P,D
Demonstrate in-depth understanding of the Diversity of learners in various learning areas.				P, D
Utilize appropriate assessment and evaluation tools to measure the learning outcomes				P, D
Manifest a desire to continuously pursue personal and professional development				P, D
Demonstrate in-depth understanding of the Diversity of learners in various learning areas				D
Identify the ethical implication of global citizenship.				D
Utilize appropriate assessment and evaluation tools to measure the learning outcomes				P, D
Utilize appropriate assessment and evaluation tools to measure the learning outcomes				P,D

Legend: I - Introduced concepts/principles; P - Practice with supervision; D - Demonstrated across different settings with minimal supervision



**Course Outline:**

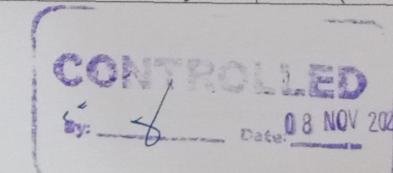
Specific Learning Outcomes	Learning Content	Instructional Delivery	Instructional Resources	Performance Standard	Assessment Tasks/Outputs	Time Allotment
<ul style="list-style-type: none"> <li>Review and apply oneself</li> <li>-introduce self to classmates and teacher</li> <li>List expectations for the course</li> <li>-Recall course rules</li> <li>-Write a personal definition of globalization based on a concept map</li> </ul>	<ul style="list-style-type: none"> <li>BU Quality Policy, VMGO of the University, College and the Department</li> <li>Attributes of a BU graduate</li> <li>Student expectation</li> <li>Leveling expectation</li> </ul>	Asynchronous online learning via e learning management system	Copy of VMGO e-copy	<ul style="list-style-type: none"> <li>Pleasingly Introduce themselves.</li> <li>Recite VMGO and clearly cite expectation of the course</li> </ul>	<ul style="list-style-type: none"> <li>Participation in the discussion via forum posting, learning logs, blogs</li> </ul>	1 hour
<ul style="list-style-type: none"> <li>-Differentiate the competing conceptions of globalization.</li> <li>-Identify the underlying philosophies of the varying definitions of globalization agree on working definition of globalization for the course</li> </ul>	<ul style="list-style-type: none"> <li>Introduction Course overview</li> <li>Classroom Policies</li> <li>Introduction to the study of globalization</li> </ul>	Asynchronous online learning via e learning management system	<ul style="list-style-type: none"> <li>Contemporary world textbook, Modules, course guide and open educational resources</li> <li><a href="https://www.youtube.com/watch?v=sYn70sqaArl">https://www.youtube.com/watch?v=sYn70sqaArl</a></li> </ul>	<ul style="list-style-type: none"> <li>Discuss the concept of globalization, advantages and disadvantages, benefits to humanity, and other related topics</li> </ul>	<ul style="list-style-type: none"> <li>Online discussion</li> <li>Sharing of idea</li> <li>Participation in the discussion board exam (via forum posting, learning logs, blogs)</li> </ul>	4 hours
<ul style="list-style-type: none"> <li>-Define economic Globalization</li> <li>-Identify the actors that facilitate economic globalization</li> <li>-Define the modern world system</li> <li>-articulate a stance on global economic integration.</li> </ul>	<ul style="list-style-type: none"> <li>The structures of globalization</li> <li>The Global economy</li> </ul>	Asynchronous online learning via e learning management system	<ul style="list-style-type: none"> <li>Contemporary world textbook, Modules, course guide and open educational resources</li> <li><a href="https://www.youtube.com/watch?v=0RVKq9paYO8">https://www.youtube.com/watch?v=0RVKq9paYO8</a></li> <li><a href="https://www.youtube.com/watch?v=4fK_ZEMrtw4">https://www.youtube.com/watch?v=4fK_ZEMrtw4</a></li> </ul>	<ul style="list-style-type: none"> <li>Discuss the structure of globalization and the global economy and other related topics</li> </ul>	<ul style="list-style-type: none"> <li>Participation in the discussion board exam (via forum posting, learning logs, blogs)</li> </ul>	4 hours



<ul style="list-style-type: none"> <li>-Explain the role of international financial institutions in the creation of the global economy</li> <li>-narrate the brief history of global market integration in the twentieth century</li> <li>- Identify the attributes of global corporations.</li> </ul>	Market Integration	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources <a href="https://www.youtube.com/watch?v=hyX_FRIPVmk">https://www.youtube.com/watch?v=hyX_FRIPVmk</a>	Discuss the concept market integration to globalization, international financial institution and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	2 hours
<ul style="list-style-type: none"> <li>-Explain the effects of globalization On governments</li> <li>-Identify the institutions that govern institutional relations</li> <li>-Differentiate internationalism from Globalism</li> </ul>	The Global Interstate system	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources <a href="https://www.youtube.com/watch?v=xQDZKoGRS0I">https://www.youtube.com/watch?v=xQDZKoGRS0I</a>	Discuss the concept of global Interstate system in the twenty-first century, other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	2 hours
<ul style="list-style-type: none"> <li>-Identify the roles and functions of the United Nation</li> <li>-Identify the challenges of global governance in the twenty-first Century</li> <li>-Explain the Relevance of the State amid globalization</li> </ul>	Contemporary Global Governance	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources <a href="https://www.youtube.com/watch?v=C1sEaQDORQQ">https://www.youtube.com/watch?v=C1sEaQDORQQ</a>	Discuss the concept global governance in the twentieth century its scope and limitations and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	3 hours
<ul style="list-style-type: none"> <li>-Define the term "Global South from the third World</li> <li>-Analyze how a new conception of global relation emerged from the experiences of Latin American countries</li> </ul>	A World of Regions -Global Divides: The North and the South	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources <a href="https://www.youtube.com/watch?v=2WQrY4xMfk">https://www.youtube.com/watch?v=2WQrY4xMfk</a>	Discuss the factors the divide the north and the south its global conflict, and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	5 hours

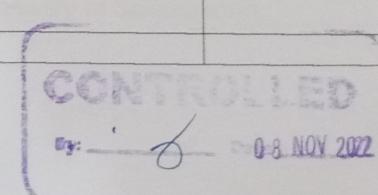
<ul style="list-style-type: none"> <li>-Explain the role of international financial institutions in the creation of the global economy</li> <li>-narrate the brief history of global market integration in the twentieth century</li> <li>- Identify the attributes of global corporations.</li> </ul>	Market Integration	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources <a href="https://www.youtube.com/watch?v=hyX_FRIPVmK">https://www.youtube.com/watch?v=hyX_FRIPVmK</a>	Discuss the concept market integration to globalization, international financial institution and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	2 hours
<ul style="list-style-type: none"> <li>-Explain the effects of globalization On governments</li> <li>-Identify the institutions that govern institutional relations</li> <li>-Differentiate internationalism from Globalism</li> </ul>	The Global Interstate system	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources <a href="https://www.youtube.com/watch?v=xQDZKoGRS0I">https://www.youtube.com/watch?v=xQDZKoGRS0I</a>	Discuss the concept of global Interstate system in the twenty-first century, other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	2 hours
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Differentiate between regionalization and globalization -Identify the factors leading to a greater integration of the Asian region -analyze how different Asian states confront the	Asian Regionalism	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources <a href="https://www.youtube.com/watch?v=HAuY-IICG7w">https://www.youtube.com/watch?v=HAuY-IICG7w</a>	Discuss the concept of global food security, conflict, supply and demand and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	5 hours
<b>Midterm Examination</b>	Assess or evaluate their proficiency on the coverage of the first three sessions through written examination.	Individual work Via face to face	Test Paper	Majority of the students get a passing score on midterm examination	Participation in the discussion board exam (via forum posting, learning logs, blogs)	1 hour
-Analyze how various media drive various forms of global integration -Explain the dynamic between local and global production	A World of ideas Global media culture	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources <a href="https://www.youtube.com/watch?v=3i4lWfuxw-U">https://www.youtube.com/watch?v=3i4lWfuxw-U</a>	Discuss the concept of global food security, conflict, supply and demand and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	3 hours
Explain how Globalization affects religious practices and beliefs -analyze the relationship between the religion and the global conflict and, conversely, global peace	The Globalization of Religion	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources <a href="https://www.youtube.com/watch?v=9DkQFIkTBU8">https://www.youtube.com/watch?v=9DkQFIkTBU8</a>	Discuss the concept of global food security, conflict, supply and demand and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	3 hours
Identify the attributes of a global city	Global population and Mobility -The Global City	Asynchronous online learning via e	Contemporary world textbook, Modules, course guide and	Discuss the concept of global food security,	Participation in the discussion board exam (via forum	2 hours



-Analyze how cities serve as engines of globalization		learning management system	open educational resources <a href="https://www.youtube.com/watch?v=dJekil09KA8">https://www.youtube.com/watch?v=dJekil09KA8</a> <a href="https://www.youtube.com/watch?v=g-ri3P2dpj8">https://www.youtube.com/watch?v=g-ri3P2dpj8</a>	conflict, supply and demand and other related topics	posting, learning logs, blogs)	
Explain the Theory of Demographic transition as it affects global population	Global Demography	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources <a href="https://www.youtube.com/watch?v=ZNQTIY07UwA">https://www.youtube.com/watch?v=ZNQTIY07UwA</a>	Discuss the concept of global food security, conflict, supply and demand and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	2 hours
Analyze the Political, economical, cultural and social factors underlying the global movements of people  -Display first-hand knowledge of the experiences of OFWs	Global Mitigation	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources <a href="https://www.youtube.com/watch?v=ppjB1CtCYhg">https://www.youtube.com/watch?v=ppjB1CtCYhg</a>	Discuss the concept of global food security, conflict, supply and demand and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	2 hours
-Write a research paper proposal with paper citation  Critique research proposals of classmates	Term Paper	individual term paper and writing	Individual work	Students will spend the time completing their group term paper	Participation in the discussion board exam (via forum posting, learning logs, blogs)	3 hours
Differentiate stability from sustainability	Towards a sustainable World Sustainable development	Asynchronous online learning via e	Contemporary world textbook, Modules, course guide and	Discuss the concept of global food security,	Participation in the discussion board exam (via forum	3 hours

Articulate models of global sustainable development		learning management system	open educational resources	conflict, supply and demand and other related topics	posting, learning logs, blogs)	
Define Global food security  Critique existing models of global food security	Global Food security	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources  <a href="https://www.youtube.com/watch?v=8c5ZN7BseNA">https://www.youtube.com/watch?v=8c5ZN7BseNA</a>	Discuss the concept of global food security, conflict, supply and demand and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	3 hours
Articulate a personal definition of global citizenship  -appreciate the ethical obligations of global citizenship	Conclusion Global Citizenship	Asynchronous online learning via e learning management system	Contemporary world textbook, Modules, course guide and open educational resources  <a href="https://www.youtube.com/watch?v=nhb6sL_mhs">https://www.youtube.com/watch?v=nhb6sL_mhs</a>	Discuss the concept of global food security, conflict, supply and demand and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	3 hours
Write a research paper on a topic related to globalization, with proper citation	Term Paper	individual term paper and writing	Individual work	Discuss the concept of global food security, conflict, supply and demand and other related topics	Participation in the discussion board exam (via forum posting, learning logs, blogs)	2 hours
Demonstrate proficiency in oral and written evaluation	Assess or evaluate their proficiency on the coverage of the first three sessions through written examination.	Final Examination via face to face	Individualized work	Majority of the students get a passing score on midterm	Participation in the discussion board exam (via forum posting, learning logs, blogs)	1 hour
<b>TOTAL</b>						<b>54 hours</b>



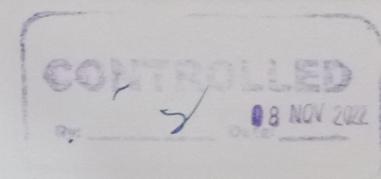
**RUBRICS**  
PROJECT / WRITTEN OUTPUTS

Response	Score	Criteria
Excellent	30-23	The answer is complete with basis All information provided is accurate The answer demonstrates deep understand Writing is well organized, cohesive and easy to comprehend
Very Satisfactory	22-16	The answer is supported with a basis Some information provided is not accurate The answer demonstrates understanding of the content Writing is well organized, cohesive, and easy to comprehend
Satisfactory	15-9	The answer does not address portion of the question, major details are missing The answer demonstrates basic understanding Writing is unorganized, not cohesive and difficult to comprehend
Fair	8-1	The answer does not address portion of the question The answer did not coincide with the topic discussed Writing is unorganized and difficult to comprehend

**Course Requirements:**

Type of Requirements	Specific Requirements	Modality of Submission	Due Date

BU-F-VPAAC-04  
Effectivity: July 8, 2020



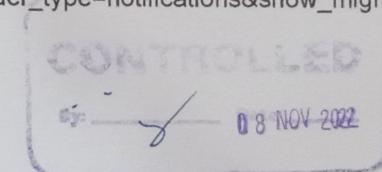
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Tests and Examinations	Long Test/Short Quiz	Right after the test	Right after the chapter discussion
	Midterm Examination	Face to face	Midterm schedule
	Final Examination	Face to Face	Final schedule
Written Work	Learning activities and individual output	Face to face	After the topic presentation
Report/Presentation	Individual Report via zoom/messenger/g-meet	Zoom/messenger/Video presentation via Google classroom/Moodle	After the topic presentation
Outputs/Homework	Compilation of Presentation mp4 format/discussion paper	Face to face by group	A week before the final exam
Class Participation	Online Discussion/Instructional Modules	Via Zoom/messenger/ Google meet bulms	A week before the final exam
Project	Individual term paper	By group/individual/face to face	A week before the final exam
Others			

(Faculty will replace or remove or add entries in the table as applicable in the course.)

#### Learning Management System.

[https://www.facebook.com/groups/2996580837336123?modal=false&should\\_open\\_composer=false&hoisted\\_section\\_header\\_type=notifications&show\\_migration\\_preparation\\_dialog=false&show\\_migration\\_onboarding\\_dialog=false](https://www.facebook.com/groups/2996580837336123?modal=false&should_open_composer=false&hoisted_section_header_type=notifications&show_migration_preparation_dialog=false&show_migration_onboarding_dialog=false)  
[https://www.facebook.com/groups/829424737751899/?modal=false&should\\_open\\_composer=false&hoisted\\_section\\_header\\_type=notifications&show\\_migration\\_preparation\\_dialog=false&show\\_migration\\_onboarding\\_dialog=false](https://www.facebook.com/groups/829424737751899/?modal=false&should_open_composer=false&hoisted_section_header_type=notifications&show_migration_preparation_dialog=false&show_migration_onboarding_dialog=false)  
[https://www.facebook.com/groups/682220012750540?modal=false&should\\_open\\_composer=false&hoisted\\_section\\_header\\_type=notifications&show\\_migration\\_preparation\\_dialog=false&show\\_migration\\_onboarding\\_dialog=false](https://www.facebook.com/groups/682220012750540?modal=false&should_open_composer=false&hoisted_section_header_type=notifications&show_migration_preparation_dialog=false&show_migration_onboarding_dialog=false)  
[https://www.facebook.com/groups/438453714168819/?modal=false&should\\_open\\_composer=false&hoisted\\_section\\_header\\_type=notifications&show\\_migration\\_preparation\\_dialog=false&show\\_migration\\_onboarding\\_dialog=false](https://www.facebook.com/groups/438453714168819/?modal=false&should_open_composer=false&hoisted_section_header_type=notifications&show_migration_preparation_dialog=false&show_migration_onboarding_dialog=false)



[https://www.facebook.com/groups/237316888275447?modal=false&should\\_open\\_composer=false&hoisted\\_section\\_header\\_type=notifications&show\\_migration\\_preparation\\_dialog=false](https://www.facebook.com/groups/237316888275447?modal=false&should_open_composer=false&hoisted_section_header_type=notifications&show_migration_preparation_dialog=false)

**Community Engagement: (If applicable)**

Type of Community Engagement Activities	
Title/Name of CE Activities	
Duration	
Locale	
CE Requirement	

**Lifelong Learning Opportunities**

The required individual portfolio will provide an avenue for the student/ future teacher to discover and enhance their potentials, and develop their sense of understanding on societal development based on written genre.

**Course Assessment:**

BU Grading System (*To include performance standards*)

System of Computing Grades:

Quizzes	25%
Class standing (Recitation/Report)	30%
Midterm/Final examination	30%
Projects/written Output	<u>15%</u>
	100%

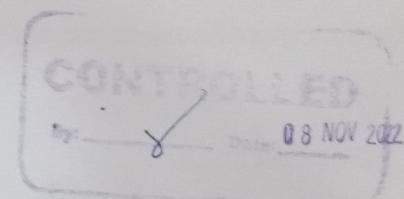
Midterm Grade	30%
Tentative Grade	<u>70%</u>
	100%

$$\text{Final Grade} = \frac{1}{3} (\text{Midterm Grade}) + \frac{2}{3} (\text{Tentative Grade})$$

**References:**

Aldama, Prince Kennex R. (2018) The Contemporary World, First Edition, Rex Bookstore

BU-F-VPAA-04  
Effectivity: July 8, 2020



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- The Contemporary World (2018) Martinez, Jr., Rodolfo, Pineda, Jr., Reynaldo, Balao,Peer Sean M. Batung, Jeffrey T., Mindshapers Co., Inc. Intramuros Manila
- Edmonds, David ( 2019) Ethics and the Contemporary World, ISBN 9781138092051, Published June 7, 2019 by Routledge,374 Pages Book
- Walonen Michael K. (2018), Imagining Neoliberal Globalization in Contemporary World Fiction, Edition1st Edition, Imprint Routledge, London,ISBN9781351120463
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Required Readings:

- Regala, Rommel. (2018, August 15). The Contemporary World: Globalization of World Politics. Retrieved June 9, 2020 from <https://www.slideshare.net/rmeli21/the-contemporary-world-globalization-of-world-politics-109947169>
- Ghaderi, Timoreh. (2015, September 20). Globalization Concept Map. Retrieved from <https://prezi.com/ibonwmfv3lyy/globalization-concept-map/>
- Hoodashlian, Ata. (n.d). Globalization: a Short Study. Retrieved June 9, 2020 from <http://www.barbier-rd.nom.fr/lec2004/ataGlobalisation.html>
- (2018, November 7). An Overview of Economic Globalization in the Modern World. Retrieved from <https://brewminate.com/an-overview-of-economic-globalization-in-the-modern-world/>
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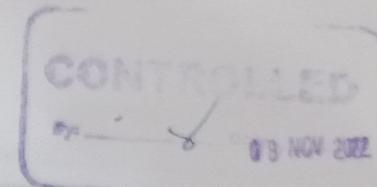
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### Geometric Features

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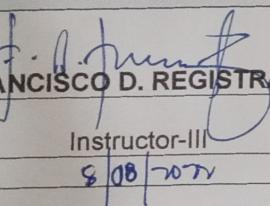
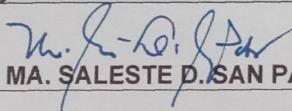
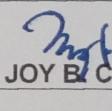
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#### Course Policies:

On the course policies, please refer to the 2019 revised version of students Handbook, as to Ethical Policies, page 51 under the duties and responsibilities of students; **Academic Integrity Policy**: in page 16 under the policy statement on academic integrity; **Policies on Absences and Tardiness**: in page 15 of Student's handbook, under attendance and absences; **Language of Instruction**: the language of instruction is English. Filipino may be used with the permission of the teacher from time-to time. **Use of the Learning Management System**: The class shall use the learning management system prescribed by the University. **Special/Make-Up Quiz/ Examinations/Work**: in page 17 and 18 under examination; and **Dress and Grooming Codes**: in page 43, paragraph 6, 7 and 8 under minor offenses.

**Caveat:** excuse are only for time missed. All work covered by the class during his/her absences shall have to be made up to the satisfaction of the instructor with a reasonable time from the date of absence. When number of hours lost by the absence of the student reaches twenty percent (20%) of the hours of the scheduled work in the subject, he/she shall be dropped, however, a faculty member may prescribe longer attendance requirement to meet the special needs. (BU student handbook 2009 p15, line nos. 13-17)

Prepared by:	Reviewed by:	Approved:
 FRANCISCO D. REGISTRADO Instructor-III	 MA. SALESTE D. SAN PABLO Department Chair 08-09-2022	 MARY JOY B. CATANGUI, Ed. D Dean 8/30/22
Date: 8/08/2022		

